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ABSTRACT

This paper discusses an undergraduate degree program in applied social sciences which is designed to prepare personnel for a broad range of entry-level human services functions in community agency settings. In a sense it is an undergraduate program in guidance and counseling and teaches skills which can be used to help people become more self-sufficient and contributors to society. The history of the development, structure of the curriculum, and descriptions of new courses are included. Career opportunities are reviewed and an outline of human services work settings related to the program are included in Appendix B. (Author)

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A DESCRIPTION OF THE BACHELOR OF SCIENCE IN HUMAN RESOURCES DEVELOPMENT WITH A CONCENTRATION IN MANPOWER DEVELOPMENT AT OAKLAND UNIVERSITY

by

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PART 1

AN OVERVIEW OF THE PROGRAM

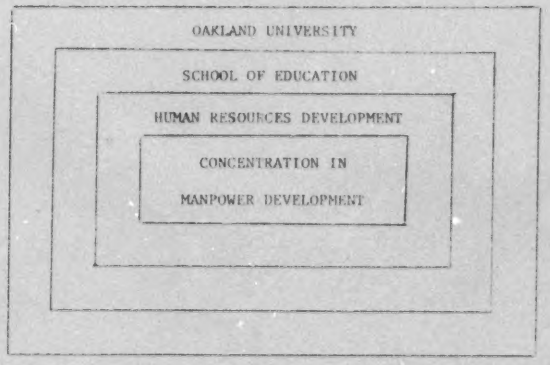
1.1 Introduction

The Manpower Development program at Oakland University has proven to be among the fastest growing new programs in the University during 1975. The main reason seems to be that there are a large number of undergraduate students, including employed persons who work in community agencies, who desire to assist people in the most effective ways. The new courses in the areas of Human Interaction and Human Resources Development provide skills in applied social sciences which when combined with the University's other excellent offerings in fields such as: Psychology, Sociology/Anthropology, Economics and Management, Communications, and Political Science, provide entry preparation for a number of professional roles which are emerging to meet critical human manpower development needs in our society.

The Concentration in Manpower Development described herein is a major component of the Bachelor of Science in Human Resources Development Area of the School of Education at Oakland University (see Fig. 1). The main goal is to provide a program which will help students to acquire the knowledge, skills and attitudes necessary to function effectively in entry level positions in manpower related human service programs at the local, county, state, and regional levels.

FIGURE 1

PLACEMENT OF THE CONCENTRATION IN MANPOWER DEVELOPMENT AT OAKLAND UNIVERSITY



In general, the HRD Manpower Development program provides basic preparation in social sciences and specific preparation for a broad range of programs for older youth, unemployed, underemployed, under-educated,

and disadvantaged persons; older workers and others who have needs for services, training, or support which will lead toward their development of self-sufficiency and greater independence. Course work required for the Concentration in Manpower Development includes a selection of courses in areas such as: group procedures, interviewing and counseling, career and employability development, assessment of youth and adults, manpower program planning and evaluation, and delivery of human services. An internship in an actual work setting appropriate to the students' career goals is required during one semester of the Senior year. Opportunities for field experiences and off-campus research projects are available throughout the program.

The Oakland HRD program is particularly suited to transfer students from community colleges who have a foundation of course work in psychology, sociology, economics and political science, and/or have basic preparation in some type of human services work. The program allows for elective course work in several fields and provides flexibility for a broad selection of areas of study in addition to required subjects. An adequate selection of courses is offered during the evening thereby allowing students to be employed during the daytime and to attend college on a part-time basis.

1.2 Oakland University

Oakland University, Rochester, Michigan, is a state-supported institution with an enrollment of over 10,000 students. It is located in the suburban area north of Detroit. Over five million people reside within a one hour driving distance from the campus. Many of the major problems which confront urban society in the United States today exist in this area of the country. Therefore, among the goals of the university is a commitment to prepare persons who can work toward social improvement. The various colleges and schools of the university include: Arts and Sciences, Economics and Management, Education, Engineering, and Nursing. Some new educational programs are being developed as financial resources become available.

1.3 School of Education

The School of Education offers teacher training degrees at the Bachelor's and Master's degree levels in the areas of elementary education, secondary education, early childhood education, guidance and counseling, reading and special education. These programs largely prepare personnel for work in the development of young people from the kindergarten through grade twelve age groups. One exception is the M.A. in Guidance and Counseling where, in addition to courses in classroom guidance and school counseling, an area of emphasis is devoted to the preparation of counselors for work with youth and adults in community agency settings, such as employment counseling, vocational rehabilitation, and related guidance and human development functions.

1.4 B.S. in Human Resources Development

The Bachelor of Science in Human Resources Development is a new addition to the curricula offered by the School of Education. Personnel

are prepared to serve in programs for education and human development of pre-school children and of out-of-school youth and adults, including the elderly. This represents the balance of age groups not served by the other School of Education programs--the preparation of teachers and education specialists for K-12 grade level age groups. The HRD program is designed to prepare entry-level personnel who can provide direct human services, can analyze needs, and can deliver manpower development programs which relate to the goal of helping people of all ages to achieve personal fulfillment and to become socially useful. Students who declare a major in Human Resources Development may select one of two concentrations. These are the Concentration in Early Childhood Education and The Concentration in Manpower Development.

This publication is centered on a description of the Manpower program. A brief description of the Early Childhood program is included below to provide a better understanding of the structure of the HRD degree. Also, the relationship of early childhood to manpower is explained.

1.5 Concentration in Early Childhood Education

The Concentration in Early Childhood Education provides education for the care and education of young children. Students are prepared to deal effectively with pre-school children in a wide variety of settings. This also includes broad skills for education of parents and work in community programs. The course work includes instruction in the design, evaluation, and licensure of child care facilities, the direction of child care centers, family day care, and group day care homes. Typical course work includes child development, nutrition, early childhood programming activities, child rearing, assessment, parent and family education, dynamics of human relationships, related areas of psychology and sociology, and an internship in early childhood education at a field site during the Senior year.

The preparation of early childhood development personnel is related to Federal manpower and social welfare programs because personnel are needed for care of children whose parents are engaged in further education, other forms of employability development, and job training. The children of educationally and economically deprived families often need a planned "head start" in their development so as to acquire a readiness for common entry levels of school work. Therefore, in addition to helping children, the early childhood education program serves as a necessary support system for manpower development.

PART 2

HISTORY AND GROWTH OF MANPOWER DEVELOPMENT EDUCATION

2.1 Employment Service Personnel Training

The concept of the Human Resources Development (HRD) program at Oakland University is an outgrowth of activities which began in 1970. The structure of the Human Interaction and Human Resources Development courses, which form a central place in the Concentration in Manpower Development, were the result of courses designed to train employees of the Michigan Employment Security Commission (MESC). The specifications for the training of over 100 employees was established cooperatively among MESC officials and members of the Oakland University faculty in the Guidance and Counseling area of the School of Education. Mr. Stephen Dolan, Training Director, coordinated the design of the program for MESC. The members of the faculty who offered the MESC training program from 1970 through 1973 were Dr. Fred Chandler, Dr. Charles Ealy, Dr. William Moorhouse, Dr. James Schmidt, and Dr. David Smith. In addition, Dr. Harry Gold, a Sociology Department faculty member, and several other persons from the manpower field were employed to teach or deliver lectures on a part-time basis.

2.2 University Planning Committee

During the same period of time that the MESC training program was being conducted, curriculum planning groups were at work which consisted of consultants from several community agencies and University faculty members representing divisions, schools and departments such as: continuing education, economics and management, education, graduate study, history, linguistics, political science, psychology, sociology/ anthropology, speech communication, student affairs, and urban affairs.

Officially, the planning was initiated by a faculty Ad Hoc Committee on Applied Social Sciences, appointed by Dr. Fred Obear, Provost and Vice President for Academic Affairs in October 1970. Dr. William Sturner, Assistant Provost, developed and circulated a proposal[1] which described the concept of a program in "Community Service and Development" which was subsequently endorsed by the University Senate and Board of Trustees in April, 1971.

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[1] Sturner, Wm., Chairman, Ad Hoc Committee on Applied Social Sciences, "Proposal for a School Which Would Emphasize Preparation for Service-Action Roles in Career Opportunities Related to Social Problems and Social Change," Rochester, Michigan: Oakland University, February 25, 1971.

2.3 Development of a Full Proposal

As a result of this action, Dr. William Moorhouse was appointed Assistant Provost and assigned the Chairmanship of the committee which was reconstituted to include wider representation from the community. The charge included the task of developing a detailed proposal for a Bachelor's degree program in the area of Community and Human Development. Related programs at other colleges were reviewed for ideas, and the advice of representatives from existing University programs was sought to determine what courses which were already offered could be utilized. Also, employees who represented the full range of related governmental and non-profit community agencies were surveyed for opinions regarding the competencies needed by entry-level human service employees. This information was compared with current offerings and led to the listing of possible new courses which would be needed to provide a full program which took into account all recommendations.

The results of this work was compiled into a proposal[2] for a degree program and a variety of new courses which were classified within two broad areas identified as "Human Resources Development" and "Community Development." During Spring 1973, the University Senate approved the Bachelor of Science in Human Resources Development, to be offered under the jurisdiction of the School of Education, and the Center for Community Development, to be operated by the Office of Urban Affairs.

2.4 Initiation and Growth of the HRD Program

The B.S. in HRD was first offered at Oakland beginning the Fall Semester, 1973. The program received an allocation of University funds for two full time equivalent faculty salaries and a part-time secretary. Dr. William Moorhouse was appointed Director and Dr. John Atlas was employed to serve as a major faculty member and to assist in the advisement of students. Other faculty members who had previously taught certain HI and HRD courses for the MESC employees were enlisted to each teach one course in the program each semester. Other faculty consisted of four part-time instructors who were active professionals in human services work and who were available to teach in the evenings. In addition, over one hundred courses were already available within the university offerings in behavioral science areas which provided the balance of the required components in the undergraduate Human Resources Development curriculum.

Several of the courses which had been designed for MESC employees were incorporated into the degree program. A goal was set to broaden the scope of the content to include instruction in competencies which apply in a wide range of basic human resources development functions.

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[2] Moorhouse, Wm. F., Chairman, Ad Hoc Committee on Applied Social Sciences, "Proposal for a School of Community and Human Development," Rochester, Michigan: Oakland University, November 10, 1972, 158 pages.

By March, 1974 over 60 students had declared majors in HRD with a Concentration in Manpower Development (see Fig. 2) plus another 250 students had enrolled in the new courses. There were many part-time students, including evening students, who were employed in community agencies during the day. Over 70% of the students had already completed two years of college when they entered the HRD program.

The Early Childhood program was delivered largely by the faculty who were offering the Master's degree program in the same field. Dr. Doris Sponsellor was appointed Chairman of the Early Childhood Education Area and part-time faculty were added to serve over 150 students who enrolled in the early childhood undergraduate courses during the first academic year, 1973-74.

During the academic year, Fall 1974 and Winter 1975, the Bachelor of Science in Human Resources Development Program at Oakland University grew rapidly. It proved to be one of the two fastest growing programs in the university. By March 1975, approximately 400 students had declared majors in Human Resources Development. Approximately 140 of these were enrolled in the Early Childhood Education Concentration. About 260 students had selected the Manpower Development Concentration, as shown in Figure 2.

In addition to the 400 majors in HRD, another 500 persons enrolled in the new Early Childhood, Human Interaction and Human Resources Development courses during the 1974-75 academic year. Some were regular students majoring in other fields who selected some of the HRD program offerings as electives. Many others were employed persons who wished to pick up one or two courses to enhance their skills and competencies in areas such as interviewing, job development, career development, consultation, group procedures, problems in substance abuse, child care, and the general delivery of human services.

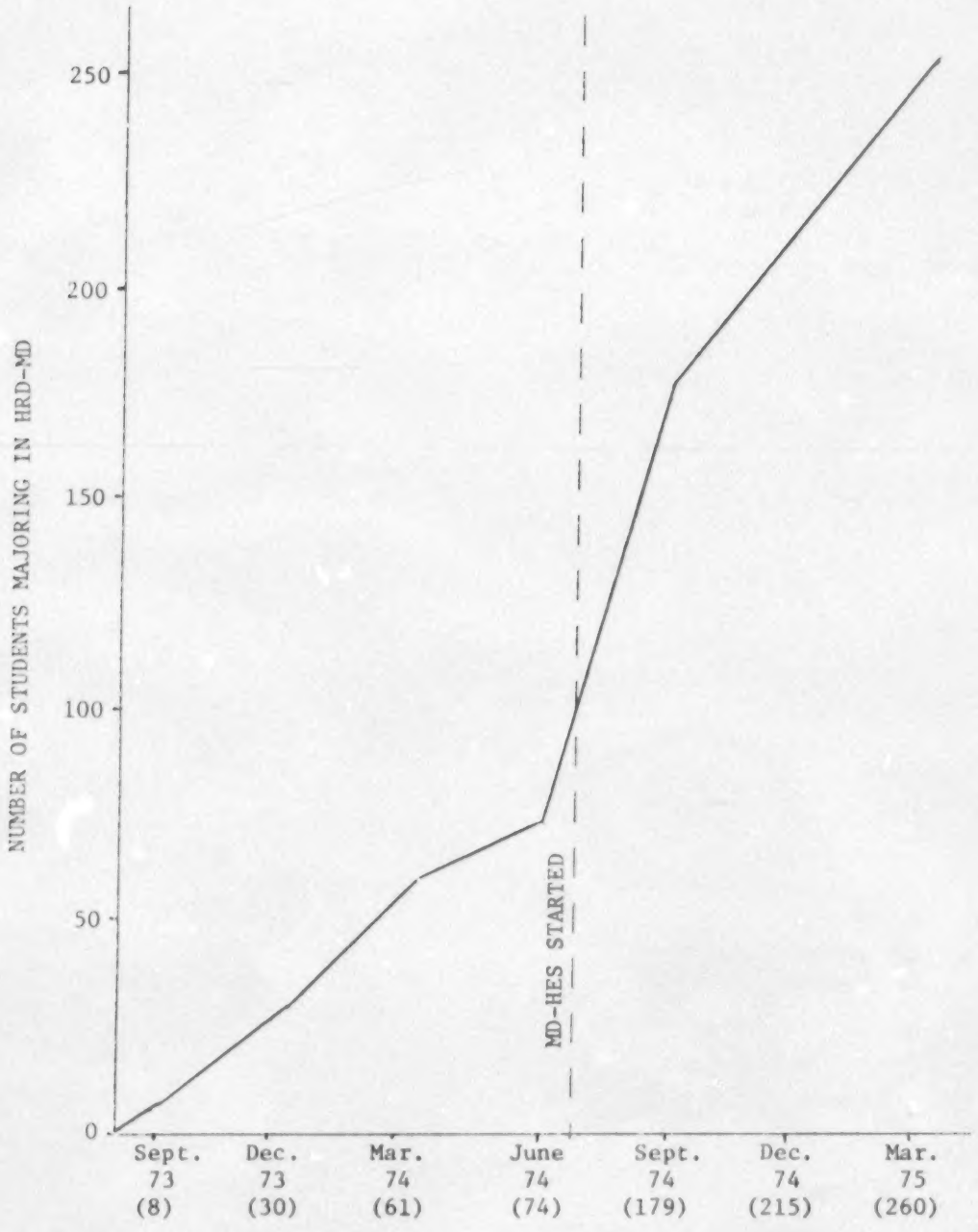
2.5 Further Development Funded by the U.S.D.O.L.

In July 1974, the Office of Research and Development, Manpower Administration, U.S. Department of Labor, awarded a Manpower Institution Grant (MIG) to Oakland University. Over a four year period, this award will be used to refine and extend the existing Bachelor's degree program in Human Resources Development and to develop new Manpower Development curricula.

In being selected as one of the thirteen MIG universities (from among 145 applicant institutions) Oakland assumed responsibility for developing curricula to prepare the highly skilled staff necessary to deliver newly decentralized comprehensive manpower programs. Special emphasis is placed on strengthening the technical abilities of currently employed staff in many community agencies and governmental units engaged in manpower development and related human services, as well as the creation of a future source of well trained manpower planners, evaluators and practitioners. Another goal, which is a component of the MIG activities, is to disseminate descriptions of the MD-HES content to other universities where there is an interest to establish these offerings.

FIGURE 2

GROWTH IN HRD MANPOWER DEVELOPMENT CONCENTRATION MAJORS
DURING THE 1973-74 AND 1974-75
ACADEMIC YEARS



Enactment of the Comprehensive Employment and Training Act of 1973 (CETA) introduced new concepts to Federally funded manpower programs. Under the provisions of CETA, responsibilities for program planning, design and administration have been shifted to state and local government units of over 100,000 in population. They are designated as "Prime Sponsors," eligible for direct grants under federal manpower programs. On the national level 402 Prime Sponsors were approved in 1974. They included 66 cities, 147 counties, 136 consortiums, 49 balance-of-state areas and 4 special rural concentrated employment program areas.

As each of the Prime Sponsors designs and develops a local manpower service delivery program the press for highly trained personnel has become even more acute. It is to this need that Oakland's training program is addressed. One major objective of the Oakland MIG proposal[3] is to design a model Manpower Development Higher Education System (MDHES) in cooperation with CETA Prime Sponsors and other agencies with whom they may sub-contract to form a complete system of higher education for Manpower agency employees and future employees. Emphasis is at the undergraduate level, including educational experiences ranging from short-term training opportunities through degree programs. Another objective involves the establishment of the MDHES at other universities located in other urban areas which have human service and manpower development programs similar to those on which the MDHES model is based--the Detroit Metropolitan area.

The MDHES program is directed by Dr. Wm. Moorhouse. The staff includes Dr. David Smith, Associate Director, Ms. Janice Guerriero, Coordinator of Curriculum Development, Mr. Wm. Jorns, Systems Specialist, and Dr. David Meyer, Coordinator of Research and Development. A progress report[4] was published in February 1975, eight months after the MIG program was initiated. Also, a proposal[5] for the continuation of the program during 1975-76 was written at the same time.

The Oakland MIG program received favorable recommendation for extension based upon the above documents and an on-site evaluation conducted

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[3] Moorhouse, Wm. F., David G. Smith and Janice M. Guerriero, "Proposal for a Manpower Institution Grant: Manpower Development Higher Education System," Rochester, Michigan: Oakland University, April 1, 1974.

[4] Moorhouse, Wm. F. (Director), "Manpower Development Higher Education System: A Manpower Institution Grant Project -- Progress Report." Rochester, Michigan: Oakland University, February 28, 1975. Mimeographed, 61 pages.

[5] Moorhouse, Wm. F. (Director), "Proposal for Extension of the Manpower Institution Grant: Manpower Development Higher Education System," Rochester, Michigan: Oakland University, March 6, 1975.

by Professor Fred Harbison,[6] of Princeton University who is a member of the National Manpower Policy Task Force and serves as a consultant for the Office of Manpower Research and Development.

During June 1975, seven monographs were published which describe new courses developed by Oakland faculty members as part of the MDHES program. These are as follows:

1. HRD 368 Job Development and Training, Janice M. Guerriero
2. HRD 402 Human Services Delivery and Evaluation, David P. Meyer
3. HRD 364 Career Development and Community Resources, John W. Atlas
4. MGT 334 Human Development in Organizations, Richard M. Steers
5. HRD 469 Seminar in Drug Abuse, Mary L. Otto
6. HI 464 Techniques of Consultation, JoAnne H. Minor
7. Supervisor Training: A Comprehensive Training Program for Manpower Development Supervisors, Billie J. Minor

The Oakland Manpower Institution Grant has been extended for the 1975-76 fiscal year, the second year of the planned four-year program. Additional curriculum development is underway. The new developments will be described in additional monographs to be published in June, 1976. Some of this work will be based on recommendations made by Dr. Harbison in his report, such as, a new basic course in applied statistics and research, a new course in the area of manpower economics and policy, and a "tracer system" to follow up those who enroll in the HRD program to learn what placements they obtain and their performance, etc.

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[6] Harbison, Frederich H., Member, National Manpower Policy Task Force, "Report on Visit to Oakland University-Manpower Development Higher Education System Project," Submitted to: Office of Research and Development, Manpower Administration, U.S. Department of Labor, April, 1975.

PART 3

A DETAILED DESCRIPTION OF THE PROGRAM

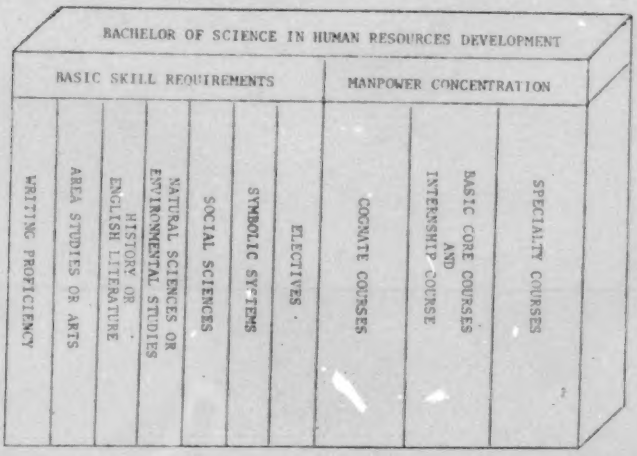
3.1 Structure of the B.S. in HRD

The B.S. in Human Resources Development is a 124 semester credit degree of which 64 credits are devoted to general education in academic skills and to appropriate electives. General education includes: communication and writing skills, symbolic systems (such as mathematics, computer programing or modern language), three or more foundation courses in the social sciences (such as economics, political science, sociology and psychology) and one or more courses in natural science, history and studies of other areas of the world or arts.

The remaining 60 semester hours of credit comprise the professional Concentration in Manpower Development. There are three major components within this concentration: cognate courses, basic core courses which include an internship in a manpower program setting, and a selection of courses in various specialties of manpower work. Each component emphasizes a different area of professional preparation and provides flexibility which allows students to draw upon a wide range of course work. Figure 3 illustrates the course area parts of the degree program. Following is a description of each of the three components of the concentration in manpower development.

FIGURE 3

HRD PROGRAM COURSE AREAS



3.2 The Cognate Course Area

Within the 60 semester hour credit Concentration in Manpower Development each student is required to take a minimum of 24 credits chosen from a wide selection of upper division courses which are regularly offered within the university in subject areas of: economics, management, political science, psychology, sociology/anthropology or speech communication. Students must have previously taken prerequisite courses under the basic skills requirement such as:

ECN 100 Introduction to Economics I
MTH 121-122 Introductory Mathematics for the Social Sciences
PS 100 Introduction to American Politics
PSY 130 Introduction to Social Psychology
PSY 146 Foundations of Psychology
SOC 100 Introduction to Sociology

Some of the departments which offer courses in the areas listed have offered or are designing certain courses specifically for the preparation of the HRD-Manpower Concentration students. In addition, the Human Resources Development Area faculty has designed a few courses not available elsewhere in the University which can be applied toward the cognate course requirement.

Courses chosen for the cognate area must include the following.

1. A course which includes research and/or statistics such as:

   ECN 210 Statistical Methods for Social Sciences
   PSY 252 Statistics and Research Design
   PSY 330 Research Methods in Social Psychology
   SOC 203 Social Statistics
   SOC 307 Methods of Social Research

2. A course which deals with social change such as:

   ECN 309 Metropolis: Problems and Policies
   ECN 368 Economics of Human Resources
   HRD 401 Organizational Analysis and Change Process
   PS 205 Politics of the Local Community
   SOC 205 Sociology of Social Problems
   SOC 336 Sex Roles in Modern Society
   SOC 341 Social Change
   SOC 370 Communities

3. An advanced course in psychology such as:

   PSY 241 Individual Differences
   PSY 246 Applied Psychology
   PSY 276 Psychology of Adolescence and Maturity
   PSY 350 Motivation
   PSY 430 Advanced Social Psychology
   PSY 435 Psychology of Communication

4. An advanced course in sociology such as:

SOC 210 Social Contexts of Social Work
SOC 231 Racial and Cultural Relations
SOC 255 Industrial Sociology
SOC 260 Urban Sociology
SOC 300 Social Stratification in Cross Cultural Perspectives
SOC 355 Sociology of Occupations and Professions
SOC 380 Sociology of Bureaucracy
SOC 470 Field Studies in Sociology

5. A selection of other courses approved for the cognate area, including courses listed above to make a minimum of 24 semester hours credit. Examples of other courses which may be applied toward the cognate area or taken as electives are as follows:

CIS 182-183 Introduction to Computer Programming
ECN 101 Introduction to Economics II (economic policy, accounting, statistics, computers and computer programming)
ECN 336 Economics of the Public Sector
HRD 301 The Nature of Man
HRD 302 Ethical Studies of Personal Crisis
MGT 200 Managerial Accounting
MGT 330-331 Organizational Behavior I-II
MGT 334 Human Development in Organizations
MGT 433 Labor-Management Relations
MGT 436 Public Management Strategies and Politics
PS 110 Contemporary Political Issues
PS 251 Public Administration
PS 253 Political and Economic Analysis of Public Policy
PS 302 Legislative Process and Public Policy
PS 351 Public Budgeting

3.3 Basic Core, Internship and Specialization Course Areas

As a part of the Concentration in Manpower Development, each student is required to take a minimum of 24 to 28 semester hours credit from a selection of applied courses offered under the labels HI (Human Interaction) and HRD (Human Resources Development) plus an "Internship in Human Resources Development," 8 to 12 credits, for a total of 60 semester hours credit including the 24 to 28 credits in the cognate area.

The HI and HRD courses are those offered by the Human Resources Development Area faculty. They are interdisciplinary in nature and have been designed cooperatively with advice from key personnel in community agencies and governmental units who are engaged primarily in the planning and delivery of manpower programs and related human service activities. The HI and HRD courses emphasize the development of practical skills and competencies for work in programs which are designed to help people become more self-sufficient and to be able to contribute to society.

1. Basic Core Course Requirements

Courses which are considered as basic, in addition to the cognate requirements, and are required of all students, are as follows:

A. A minimum of two of the following courses:

HI 261 Fundamentals of Human Interaction
HI 361 Techniques of the Helping Interview
HI 363 Dynamics of Human Relationships

(Note: Advanced students may substitute HI 461, HI 463, or HI 464.)

B. A minimum of two of the following courses:

HRD 362 Assessment of Youth and Adults
HRD 364 Career Development and Community Resources
HRD 366 Techniques of Human Resources Development
HRD 369 Field Work in Human Resources Development
HRD 469 Seminar in Human Resources Development

2. Internship Course Requirement

The following course is required in the Senior year. Students work an average of three days per week for one semester under supervision in an office and/or in field settings where they have a final opportunity to apply what they have learned in activities which are likely to lead to employment (or advancement if they are currently employed).

HRD 490 Internship in Human Resources Development
(8 or 12 credits)

3. Specialization Courses to Complete the 60 Credit Concentration Requirement and Electives

Within the Bachelor's degree program there is an opportunity to select some courses which provide advanced preparation in certain skill areas and/or development of competencies for specialties or functions in manpower or human resources development, or additional preparation for work with special worker groups.

Following are a few examples of such courses:

A. Advanced preparation in Human Interaction and Communications

HI 461 Introduction to Counseling
HI 463 Group Procedures in Helping Relationships
HI 464 Techniques of Consultation
SCN 304 Oral and Written Communication in Organizations

B. Adult education and development of persons for placement in training and employment

ED 323 Education of the Spanish-Speaking in the United States
ED 364 Teaching in Manpower Education Programs
HRD 365 Student Resources Development
HRD 367 Employability Development Procedures
HRD 368 Job Development and Training

C. Mental health and substance abuse

HRD 331 Introduction to Community Mental Health
HRD 335 Problems of Drug Abuse and Alcoholism
HRD 469 Seminar in Drug Abuse

(Note: The Psychology Department offers related courses from time to time.)

D. Youth work and recreation

HRD 467 Workshop in HRD: Assisting Youth
PE 291 Recreation Programming and Leadership
PSY 273 Psychology of Adolescence and Youth
SOC 330 Sociology of Youth

E. Family assistance and child care

ED 326 Early Childhood Program Operation
HI 464 Techniques of Consultation
PSY 271 Child Development
SOC 335 The Family

F. Corrections and criminal justice

SOC 320 Sociology of Crime and Punishment
SOC 325 Corrective and Rehabilitative Institutions
SOC 327 Police and Society
SOC 435 Juvenile Delinquency and Its Social Control

G. Civil rights and law

PHL 221 Theories of Justice, Power and Freedom
PS 241 Law and Politics
PS 342 American Legal System I: Principles and Processes
PS 343 American Legal System II: Constitutional Law and Civil Liberties
SOC 385 Sociology of the Courts

H. The following courses are offered each semester to provide an opportunity for students to receive instruction and develop skills in specialized areas of interest through independent study, research projects for community agencies or field experiences in approved work settings under supervision.

HRD 369 Field Experience in Human Resources Development (2, 4, 6, or 8 credits)

HRD 390 Special Project in Human Resources Development (2, 4, 6, or 8 credits)

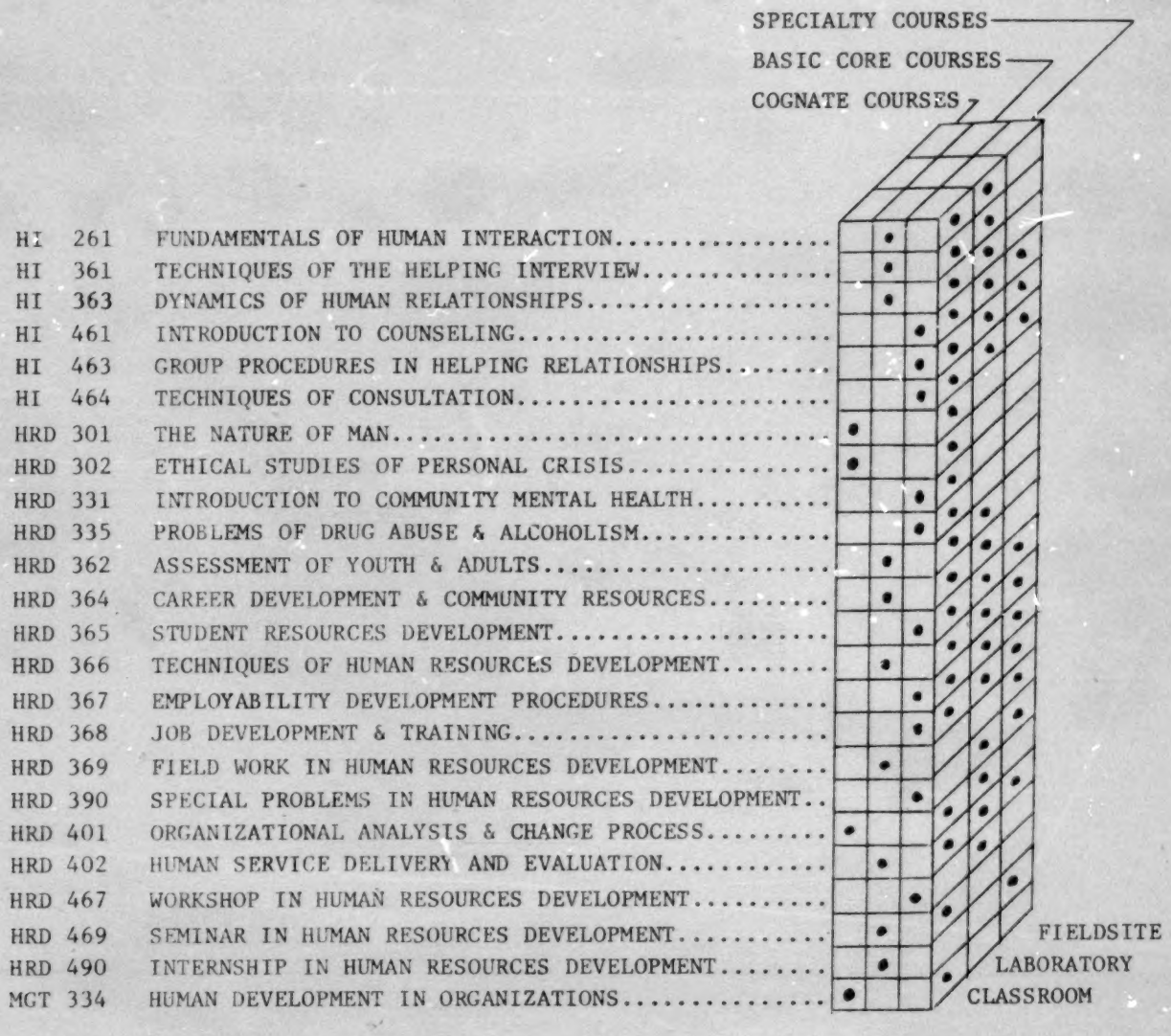
3.4 Summary List of New Courses

Figure 4 includes a list of the courses which were developed for the human resources development curriculum. They are the courses which have been added, to date, at the undergraduate level, to offerings already available within Oakland University which are relevant for the preparation of personnel for work in human resources development programs. They are classified as to the part of the Manpower Development Concentration where they may be applied, such as cognate, core, or specialty courses. Also, the various sites where instruction takes place are indicated such as: classroom, laboratory (simulation) or field site.

The Appendix includes official descriptions for the new Human Interaction (HI) and Human Resources Development (HRD) courses. As mentioned in section 2.5, several of the new courses are described in greater detail through a series of monographs which are available from the Oakland University Manpower Development Higher Education System.

FIGURE 4

NEW COURSES DEVELOPED FOR THE HUMAN RESOURCES DEVELOPMENT CURRICULUM*


SPECIALTY COURSES
BASIC CORE COURSES
COGNATE COURSES
HI 261 FUNDAMENTALS OF HUMAN INTERACTION.....
HI 361 TECHNIQUES OF THE HELPING INTERVIEW.....
HI 363 DYNAMICS OF HUMAN RELATIONSHIPS.....
HI 461 INTRODUCTION TO COUNSELING.....
HI 463 GROUP PROCEDURES IN HELPING RELATIONSHIPS.....
HI 464 TECHNIQUES OF CONSULTATION.....
HRD 301 THE NATURE OF MAN.....
HRD 302 ETHICAL STUDIES OF PERSONAL CRISIS.....
HRD 331 INTRODUCTION TO COMMUNITY MENTAL HEALTH.....
HRD 335 PROBLEMS OF DRUG ABUSE & ALCOHOLISM.....
HRD 362 ASSESSMENT OF YOUTH & ADULTS.....
HRD 364 CAREER DEVELOPMENT & COMMUNITY RESOURCES.....
HRD 365 STUDENT RESOURCES DEVELOPMENT.....
HRD 366 TECHNIQUES OF HUMAN RESOURCES DEVELOPMENT.....
HRD 367 EMPLOYABILITY DEVELOPMENT PROCEDURES.....
HRD 368 JOB DEVELOPMENT & TRAINING.....
HRD 369 FIELD WORK IN HUMAN RESOURCES DEVELOPMENT.....
HRD 390 SPECIAL PROBLEMS IN HUMAN RESOURCES DEVELOPMENT..
HRD 401 ORGANIZATIONAL ANALYSIS & CHANGE PROCESS.....
HRD 402 HUMAN SERVICE DELIVERY AND EVALUATION.....
HRD 467 WORKSHOP IN HUMAN RESOURCES DEVELOPMENT.....
HRD 469 SEMINAR IN HUMAN RESOURCES DEVELOPMENT.....
HRD 490 INTERNSHIP IN HUMAN RESOURCES DEVELOPMENT.....
MGT 334 HUMAN DEVELOPMENT IN ORGANIZATIONS.....
FIELDSITE
LABORATORY
CLASSROOM

* NOTE: IN ADDITION, THERE ARE NUMEROUS OTHER APPROPRIATE COURSES OFFERED REGULARLY WITHIN THE UNIVERSITY IN ECONOMICS, EDUCATION, MANAGEMENT, MATHEMATICS, POLITICAL SCIENCE, PSYCHOLOGY, RESEARCH AND COMPUTER SCIENCE, SOCIOLOGY/ANTHROPOLOGY, STATISTICS AND OTHER ELECTIVES WHICH MAY BE APPLIED TOWARD THE BACHELOR OF SCIENCE IN HUMAN RESOURCES DEVELOPMENT.

PART 4

CAREER OPPORTUNITIES IN HUMAN SERVICES

Due to the current extreme human development needs of our society, skilled personnel are needed at several levels of competency to design and deliver programs which help people to become self-supporting and more useful to society. Manpower Development program graduates at Oakland University are prepared for a wide range of human service functions. For example, several hundred new jobs have been created as a result of the new Comprehensive Employment and Training Act of 1973 (CETA). Many of these positions require personnel who are skilled in areas of public service, job development, and related placement services. Jobs relate to developmental assistance for unemployed, underemployed, veterans, youth, women, older workers, and members of minority groups.

Manpower program planning, operation, and evaluation is now conducted by staff members in city and county governmental units rather than only state, regional, and federal levels. This is in part the result of the new concepts in federal decentralization and accountability which requires local needs assessment, local program design, and evaluation of performance objectives. Local programs need staff members who can demonstrate need and write proposals for funding. They need staff members who can deliver the programs with a high degree of effectiveness and prove their worth if public funding is to be continued.

The general content of the HRD program at Oakland University covers competencies which are appropriate for entry-level positions in many areas of human services work as well as manpower development programs. Civil service positions and some jobs with community non-profit agencies are available in areas such as: correction of offenders, employment security, mental health and substance abuse, social welfare, and vocational rehabilitation. However, persons who enroll in the HRD program are urged to investigate the current education requirements for employment. Some human service positions require a major or a degree in public administration, psychology, social work, sociology, political science, law, nursing, teaching, etc.

Additional preparation, such as a Master's degree, is necessary for certain positions which have more specific qualifications and call for applicants to hold a certificate or license to practice professional work such as: school counselor, certified social worker, marriage counselor, clinical psychologist, etc. Experience is the main key to advancement in manpower development related work. One can usually not qualify to take examinations for many civil service positions until a certain number of months or years of work have been completed in lower level classifications. Government positions which are appointed by mayors or county elected officials are sometimes available for the administration of manpower programs, however, they are subject to less security and permanency than are civil service jobs.

APPENDIX A

DESCRIPTIONS OF NEW COURSES

DEVELOPED FOR THE

CONCENTRATION IN MANPOWER DEVELOPMENT

AND OFFERED BY THE

HUMAN RESOURCES DEVELOPMENT AREA

SCHOOL OF EDUCATION

OAKLAND UNIVERSITY

ROCHESTER, MICHIGAN

COGNATE AREA COURSES

Students may select 24-28 credits from Anthropology, Economics, Management, Political Science, Psychology, Sociology, or Speech Communications as indicated under "Requirements for Major Concentration." One or more of the following four HRD courses may also be counted under the cognate requirement.

HRD 301 - The Nature of Man (4 credits)

A study of the variety of ways in which human nature has been understood, with special attention given to the Behavioral, Humanistic, Marxist and Christian beliefs about man and their implications for policies and practices in the teaching and helping professions. The aim of this course is to develop tolerance for alternative views of man rather than propagate one view.

HRD 302 - Ethical Studies of Personal Crisis (4 credits)

A study of the personal crises often encountered in our lives, viewed from the perspective of the ethical and religious questions which often arise for those in education and the helping professions and their clients. Such issues as sexual morality, birth control, abortion, suicide, death, violence, criminal punishment and civil disobedience will be studied as well as the nature of love and loving relationships. Alternative ethical and religious viewpoints will be offered so that students may increase their understanding and tolerance of viewpoints they do not personally hold.

HRD 401 - Organizational Analysis & Change Process (4 credits)

Covers a study of the structure of organizations designed to provide human services and development and the process of affecting changes which facilitate improved individual client development. Concerns the assigned role of counselors, teachers, and other helpers within agencies and schools which often interfers with their helping functions. Anecodotal reports, case studies and simulated situations will be used to study characteristics of such interference and to develop strategies helpers can use in various settings to re-structure their role and function and/or agency policy to best solve current social problems. Prerequisite: Junior standing and two courses in ED, HI or HRD.

HRD 402 - Human Services Delivery and Evaluation (4 credits)

Covers systems analysis and experimental design for program development and research in human services. Emphasizes skills in developing performance objectives and in organizing and writing proposals for program development including management plans, evaluation plans, and budget development. Provides an opportunity to participate in the systems design for the delivery of a proposed human service or educational program. Prerequisite: Junior standing and two courses in ED, HI or HRD.

SPECIALIZATION AREA COURSES

Students may select 24-28 credits from the following courses and must include a minimum of 8 credits in Human Interaction courses and 8 credits in Human Resources Development courses. Also HRD 490 - Internship in HRD, 3-12 credits is required in addition to the 24-28 credits.

HI 261 - Fundamentals of Human Interaction (2 or 4 credits)

Provides an introduction to individual and small group interaction. Consideration is given to interpersonal communication, group processes, group membership, group leadership, techniques of developing and maintaining and helping relationship, decision-making, observation and listening skills, change processes, personal growth processes, and self awareness. The course assists students to develop awareness of their potential and provides preparation to operate more effectively in community service activities. Role playing, demonstrations, video recordings, simulations and other experiential activities constitute a major portion of the instructional program.

HI 361 - Techniques of the Helping Interview (2 or 4 credits)

Emphasizes listening and observation skills, establishing mutual trust and acceptance, and providing support in a one-to-one relationship to help persons in decision-making and to find success in personal endeavors such as education or employment. Students will learn to recognize applicant's needs for additional supportive services. Includes an introduction to the philosophy, theory and research of the helping relationship. Techniques of instruction include role-playing, simulation, interaction analysis and experience with actual clients. (Note: This course is cross-listed with SCN 305). Prerequisite: HI 261 or HI 363 or permission of instructor.

HI 363 - Dynamics of Human Relationships in Education and Work Settings (2 or 4 credits)

Deals with interpersonal relationships among students and teachers, employees and supervisors, and peers, in various settings such as: schools, industry, adult training classes, community agencies, government offices, and in groups of teams of co-workers. Introduces sociological and psychological theories of dynamics of human group behavior which can be applied personally by students in their current or future work relationships. Emphasized application of these concepts with persons who are being helped to find success in their education and work. (Note: This course is cross-listed with SCN 202).

HI 461 - Introduction to Counseling (4 credits)

Covers theories and practices in the field of guidance and counseling. An emphasis can be elected in preparation for work with certain groups such as: youth, adults, disadvantaged persons, offenders, persons from a certain culture or ethnic group, etc. Includes opportunity for simulated and authentic experiences. Requirements include the development of basic competencies. Prerequisite: HI 361 and HI 363 or permission of instructor.

HI 463 - Group Procedures in Helping Relationships (2, 4, 6, or 8 credits)

Include a study of procedures used in small groups where individuals are helped to better understand themselves and others, to adjust to life situations, and to deal effectively with others in interpersonal relationships. Experience in such a group setting is provided as a major requirement of the course. Students are given an introduction to techniques they may use to provide support and help for others in a group situation. Identical with ED 463. Prerequisite: HI 363 or permission of instructor.

HI 464 - Techniques of Consultation (4 credits)

Deals with techniques of consultation designed to help teachers, parents, families, employers, peers, para-professionals, volunteers, and other significant persons in the lives of human resources development clients to support and facilitate client growth. Includes preparation to provide human effectiveness training, behavior modification and the decision making skills for those who are engaged in the process of helping children, youth, adults, or the aged to become more self sufficient and to successfully function in society. Prerequisite: Two courses in Human Interaction or equivalent.

HRD 331 - Introduction to Community Mental Health (4 credits)

Includes a critical examination of current mental health treatment programs in local institutions, community mental health centers, and family-care programs. Covers the role of social and cultural factors in the cause of mental illness. Introduces roles in the helping process as a member of a treatment team in group and/or individual situations and provides experience in carrying out some facet of a treatment plan under supervision.

HRD 335 - Problems of Drug Abuse and Alcoholism (4 credits)

A comprehensive study of the modes of prevention and treatment programs for substance abuse. Readings and reports include basic information about various drugs and alcohol including history, categories and definitions, misuse, abuse, legitimate use, laws, attitudes and reasons people abuse drugs. Covers materials prepared for drug information education, films, and literature and a review of current research regarding the effects of drug abuse and alcoholism and related social problems. Provides a study of Methodone maintenance programs, support programs such as Synanon, and volunteer para-professional services including: hotline services, referral services, and work on a counseling team, employability development team, etc. Reviews legal and ethical practices, confidentiality, etc.

HRD 362 - Assessment of Youth and Adults (4 credits)

Concerns an overview of techniques used in the assessment of youth and adults for purposes of deciding upon and implementing educational, occupational, and personal-social goals. Students will be introduced to measurement terminology as well as techniques of test administration and interpretation. Tools for assessing aptitudes, interests, abilities and attitudes will be studied. Emphasis will be placed upon the synthesis of data in the form of case studies and in case conferences.

HRD 364 - Career Development and Community Resources (2 or 4 credits)

Covers sources of occupational, educational and personal-social information and techniques for using guidance information in the helping process. Establishes a repertoire of knowledge about community agencies and resources, manpower programs, educational and on-the-job training opportunities, and labor market trends. Students will gather first hand information from site visitations as well as through audio visual and printed media.

HRD 365 - Student Resources Development (2 or 4 credits)

Provides a general overview of the process, philosophy, practice, organization and evaluation of adult student resource development work in colleges and universities as well as practical supervised experience in typical higher education settings, such as, admissions, career advising, residential living, financial aid, student organizations, student support services, and orientation programs. Prerequisite: Permission of instructor.

HRD 366 - Techniques of Human Resources Development (2 or 4 credits)

An introductory course intended to provide basic preparation to individuals for work in public service in the emerging field of human resources development. Emphasis is placed upon cooperation among para-professional and professional workers such as: interviewers, coaches, counselor trainees, teachers, and community agency personnel, including employability developmental teams, to assist disadvantaged youth and adults from urban and rural areas and various cultural backgrounds to discover and develop their fullest potential and social usefulness.

HRD 367 - Employability Development Procedures (2 or 4 credits)

Covers procedures to assist persons to make a transition from education or unemployment to work and development of skills to seek, obtain, and hold a job. Includes guidance practices to provide support and serve as an advocate for unemployed, underemployed, and disadvantaged persons and an introduction to job development procedures and services. Prerequisite: 8 credits in HI or HRD courses or permission of instructor.

HRD 368 - Job Development (2 or 4 credits)

Concerns contact work with employers and educators to develop jobs and training courses for persons who are enrolled in employability development and related manpower training programs and other agency applicants. Stresses appraisal of the needs of employers for persons with certain performance skills, development of on-the-job training programs and related education, and trainee follow-up and support. Prerequisite: 12 credits in HI or HRD courses or permission of instructor.

HRD 369 - Field Work in Human Resources Development (2, 4, 6, or 8 credits)

Provides supervised experiences in a variety of helping relationships in work settings such as schools, employment offices, social services agencies, and in industry. It includes an orientation to various local community cultural settings and life styles. Experiences emphasize the process of helping young people and adults adjust to education or work experience. Prerequisite: Permission of instructor

HRD 390 - Special Project in Human Resources Development (2, 4, 6, or 8 credits)

A program of directed reading, research, and study in an aspect of human resources development work. May be elected for independent study or may be taught as a workshop based upon selected topics and issues in the field. The course may be taken more than once, but for no more that a total of 8 credits. Prerequisite: Permission of instructor.

HRD 467 - Workshop--Topic to be named for each section offered (2 or 4 credits)

Provides an opportunity for community agency personnel and students engaged in preparation for applied human resources development work to develop various aspects of human services programs and practices. Sections are offered as needed for topics or areas of emphasis which meet the current objectives and/or requests of agency or business and industry employers and directors of training programs for personnel skilled in human resources development. Course can be taken more than once for a maximum of 8 credits. Prerequisite: Course work or experience in the workshop topic.

HRD 469 - Seminar--Topic to be named for each section offered (2 or 4 credits)

The course is conducted in traditional seminar fashion. The scope is predefined and based upon a broad topic in the human resources development field. Class members select areas for reading and research and share in contributing their findings to the group. Visiting consultants as well as the instructor provide directions and relevant content. Course may be taken more than once for a maximum of 8 credits. Prerequisite: Course work or experience in the seminar topic.

Internship Course

The following course is required for 8-12 credits to make a total of 60 credits in the concentration.

HRD 490 - Internship in Human Resources Development (8 or 12 credits)

Provides an opportunity for a culminating learning experience where a student may apply what he has learned in a supervised experience in some phase of human resources development work with youth and adults as an intern in a community agency program. Prerequisite: 24 credits in HI and/or HRD courses and permission of instructor.

APPENDIX B

HUMAN SERVICES WORK SETTINGS RELATED TO HRD COURSES

The HI and HRD course offerings provide basic preparation for certain pre-professional and entry-level positions which require a Bachelor's degree in settings such as the following.

A. ADULT EDUCATION AND VOCATIONAL REHABILITATION

(1) State and local Department of Vocational Rehabilitation Services
(2) Adult education programs operated by local school systems, area vocational high schools, community colleges, private vocational schools, etc.

B. CORRECTIONS AND PROBLEMS OF YOUTH

(1) Juvenile Court and youth assistance programs
(2) Probation department of circuit courts, etc.
(3) Correctional institutions and programs
(4) Coordination of District Court probation and volunteer services

C. INDUSTRY HUMAN RESOURCES MANAGEMENT

(1) Programs for development of personnel through on-the-job training, apprenticeships, etc.
(2) Other educational programs for employees toward career ladder/ lattice opportunities
(3) Human development services and rehabilitation programs within industry, such as: hiring the handicapped, problems in substance abuse, pre-retirement counseling, health services, safety programs, etc.

D. MANPOWER AND EMPLOYMENT SERVICE

(1) State and branch office Employment Service and unemployment insurance programs, Job Bank and employer services
(2) County, City and Consortium CETA Prime Sponsor comprehensive manpower programs and related sub-contractor programs; Manpower councils, planning and governance of manpower programs, public service employment program
(3) Categorical and manpower programs such as Job Corps, WIN and programs for special groups such as, veterans, ex-offenders, Spanish speaking, migrant and seasonal farm workers, etc.

E. MENTAL HEALTH

(1) Community mental health centers and related psychiatric services, general hospital and private

E. MENTAL HEALTH (cont.)

(2) Child guidance centers
(3) Crisis and substance abuse neighborhood centers
(4) Mental retardation programs, adult care and support
(5) Gerontology and programs for the elderly, senior citizen organizations, nursing homes

F. SOCIAL SERVICES

(1) State and county Department of Social Services programs, AFDC, etc.
(2) Family and children's services and related programs and agencies, and volunteer programs
(3) Legal services and social services in the courts, adoptions, divorce, friend of the court, etc.
(4) Other areas of social work, child abuse, licensure of day care centers, etc.